

MULTIMEDIA



UNIVERSITY

STUDENT ID NO

--	--	--	--	--	--	--	--	--	--

# MULTIMEDIA UNIVERSITY

## FINAL EXAMINATION

TRIMESTER 2, 2018/2019

**LEW0035 – EFFECTIVE WRITING**  
(All Sections)

6 MARCH 2019  
9.00 a.m. – 11.00 a.m.  
(2 Hours)

---

### INSTRUCTIONS TO STUDENT

1. This question paper consists of **SEVEN** printed pages with **2** sections.
2. Answer **ALL** questions.
3. Write **ALL** your answers in the Answer Booklet.

**SECTION A: SUMMARY WRITING [30 MARKS]****Question I: Summary (15 marks)**

**Instructions:** Read the following article and summarise in not more than 100 words the importance of branding for a company.

**Branding**

1 Let us say your company has been making athletic shoes for 50 or 60 1  
2 years. They are good shoes. Nevertheless, other companies have sped past  
3 you in the race for fame and the revenue that goes with it. Products with  
4 the logos of the other companies are status of symbols. Products with your  
5 logo make people think of basketball stars from the 1970s. To turn things  
6 around, you have to convert your product's old fashioned image into  
7 something new, and make sure consumers get the message. They must  
8 equate your product with some larger idea that has nothing to do with  
9 shoes. They need to relate your product to beauty, prosperity, or even  
10 world peace. In other words, you have to build a brand. Many powerful  
11 business labels build a strong brand due to several reasons.

12 The term brand comes from the practice of using a hot iron to burn a  
13 distinctive mark into the skin of a cow or a horse. For example, the owner  
14 of the Double Jay Ranch might brand a "JJ" mark on his stock. This brand  
15 helps rancher distinguish his or her animals from others. The brand is kind  
16 of label, a device for creating recognition. Branding on products is all  
17 about recognition. Branding can help companies stand out from their  
18 competitors, add value to their offer and engage with the customers.

19 Branding is a way of clearly highlighting what makes your offer  
20 different to, and more desirable than, anyone else's. Effective branding  
21 elevates a product or organisation from being just one commodity amongst  
22 many identical commodities, to become something with a unique character  
23 and promise. It can create an emotional resonance in the minds of  
24 consumers who choose products and services using both emotional and  
25 pragmatic judgements. Rachel's Organic Butter, for example, chose black  
26 for its packaging design so it would stand out from the typical yellow, gold  
27 and green colours (representing sunshine and fields) used by competitor  
28 products. The result is that the brand appears more premium, distinctive  
29 and perhaps even more daring than its competitors.

30 People are generally willing to pay more for a branded product than  
31 they are for something which is largely unbranded. A brand can be  
32 extended through a whole range of offers too. Tesco, for example, began  
33 life as an economy supermarket and now sells a wide range of products,  
34 from furniture to insurance. However, a consistent application of the Tesco  
35 brand attributes, such as ease of access and low price, has allowed the  
36 business to move into new market sectors without changing its core brand  
37 identity. This obviously adds value to the business, but consumers also see  
38 added value in the new services thanks to their existing associations with  
39 the Tesco brand. Of course, this can work in reverse too: if consumers  
40 don't like the Tesco brand in one product area, they're less likely to choose  
the company's offer in another product area. However, a strong, credible  
brand, which has gained customer's trust has the likelihood of gaining

**Continued...**

referrals and new customers.

5        Creating a connection with people is important for all organizations, and a brand can embody attributes which consumers will feel drawn to. In addition, part and parcel of creating differentiation is engaging with your customers or users. If you stand out of the crowd for positive reasons and your tone of voice and communications are credible, customers will look at what you've got to say. Apple's original launch of the iPod, for example, catapulted the company from computer business to mass-market entertainment brand, with iPod marketing drawing heavily on people's emotional relationship with their music. By moving into music and film, Apple redefined what the company did and shifted its brand association to something that connects with larger numbers of people outside computing or creative community. They continued this shift with introduction of the iPhone, iPad and App Store bringing portable computing and its software into mainstream consumer culture. In doing so the brand has become more and more entwined on the lives of consumers making it incredibly powerful.

6        Branding is both simpler and more complicated than that. It is basically the process of attaching an idea to a product. The item for sale becomes the symbol of an attractive quality or idea. Decades ago that idea might have been trustworthiness, effectiveness, or reasonable price. These show qualities that related directly to the product. Over time, the ideas have become more abstract. Branding persuades people to consume the idea by consuming the product. In its modern form, branding ties a product not to one idea, but to an entire theme, such as nonconformity or achievement. A strong brand becomes a form of identity.

7        Whether you're a large company or small business, crafting a brand-driven marketing strategy is one of the most important things you can do for your business. Creating a strong, differentiated brand is the key to turning prospects into customers.

Adapted from: Mc Donald, M (2017), *Creating Powerful brand*. New Jersey :Prentice Hall

Continued...

**Question II: Summary (15 marks)**

**Instructions:** Read the following article and summarise in 100 words the negative effects of child marriages.

**Child Brides –The epidemic of society**

1 Aisha, an 18 years old Taliban girl, was married off to her husband 1  
when she was only twelve. After being beaten many times and treated like  
a slave, she made a decision to run away from home. However, she was  
caught and punished. Her husband's family dragged her to a cleared  
mountain near the village, ignoring her cries of protest. The local Taliban 5  
commander punished her and made her an example to warn the other girls  
in the village not to run away from their husband's home. He gave his  
ruling and the men moved towards Aisha to carry out her punishment.  
Aisha's brother-in-law held her down and her husband pulled out a knife  
from his pocket. First, he sliced her ears and then her nose. At that 10  
moment, she fainted. The men had left her alone at the mountainside to die  
(Baker, 2010). This story shows how the child brides' rights are violated.  
They do not own their freedom and free to protect their rights. They cannot  
make their own decision to find a husband instead they are forced to marry 15  
with a person they do not even know. Child brides should be allowed to  
protect their own rights. Child brides often deprived of their own freedom,  
basic life necessities, to develop physically, mentally and socially.

2 Child marriages often happen in order to assist the child's family  
economically and socially. Most child marriages occur due to poor  
financial condition of the family. After marriage, child brides are no longer 20  
an economic burden to the family. Thus, it is believed that child marriage  
may bring wealth to the child brides' family, but not necessarily the child  
themselves. For example, in Yemen, almost half of the villagers live on  
less than two dollars a day and sometimes girls are simply married off so  
that the family can collect the traditional dowry while having fewer mouths 25  
to feed although the child brides do not own benefits (Murdock, 2010).

3 Child brides may lose their freedom after they get married. They are  
not free to choose their husbands, to continue their studies and to find jobs.  
Instead, they are forced to obey their parents-in-law's decision. Moreover,  
they are disallowed to go outside by their husband's family and are ordered 30  
to stay in a small room. For example, Sally, a 13 years old Yemen girl, was  
married off to a 25 years old man. However, she realized it was a wrong  
decision when after marriage the family had imprisoned her in a small  
room. "They kept her from the outside world, and stopped her from 35  
continuing her education"(Murdock, 2010). Therefore, child brides do not  
have basic freedom as to protect their rights in choosing their husband,  
continuing their studies and even to work after they got married.

4 Basic quality of life is not protected in the child marriages. Health  
treatments, one of the basic qualities of life, are not given to child brides.  
They may face difficulties to access health services because of the 40  
distance, fear, expenses and agreement from their spouse. These barriers  
aggravate the risks of the child brides' health that cover good pregnancy  
care, and good medical treatment. From the statistics shown girls aged 10-  
14 are five times more likely to die during pregnancy or childbirth than 5

**Continued...**

women aged 20-24 and girls aged 15-19 have twice the risk to die from pregnancy. Thus, they may face lots of health problems (Forward, 2002-2010). 45

Domestic violence breaches child brides' right physically or mentally. They are more likely to suffer cruel treatments such as being beaten, getting raped and abused by their spouse and his family, and even becoming a domestic slave. According to Early Marriage (Stephen, 2001), 6 the DHS Data from Egypt, 29 per cent of married adolescents are found to receive beatings from their husband, 41 per cent during pregnancy period. Moreover, child brides may also easily encounter psychological problems from the domestic violence. They become stressed as they have to endure silently. According to Clair O'Kane, a social worker of Save Children Sweden in Pakistan, child wives are three times more probably to have psychological problems than refugees who marry after 16. (Bushell, 2002) 55 This means violence will cause the child brides to suffer not only physically but also mentally. Therefore, child brides' are not protected physically or mentally. 60

In recent years child marriage has gained increasing prominence on international and national development agendas. Today, we have a unique opportunity to act on this momentum and accelerate our efforts to help change the lives of girls and young women all over the world. Ending child marriage requires work across all sectors and at all levels. It requires us to understand the complex drivers behind the practice in different contexts and adapt our interventions accordingly. Ending child marriage also requires increased, targeted investments from both international donors and governments in high prevalence countries. The funding that is currently available is nowhere near large enough to match the scale of child marriage worldwide. 65 70

Adapted from: Brown, V ( July,2018), *Child marriage is no happily ever after*. Retrieved from:  
<https://www.thestar.com.my/news/nation/2018/07/01/child-marriage-is-no-happilyeverafter-children-who-get-married-at-a-young-age-tend-to-have-health-co/>

Continued...

**SECTION B: CRITIQUE WRITING [20 MARKS]****Question I: Linear Text (10 marks)**

**Instructions:** Read the text and answer the following question.

**Social Media Causing Poor Body Image**

- 1 As social media continues to play a central role in the lives of 1  
adolescent girls and young women, its influence on body image and the  
perception of beauty continues to grow. Social media not only exposes  
young girls to certain beauty standards and cultural ideals of womanhood,  
but emerging research shows it may contribute to the development of 5  
eating disorders and body dysmorphia, in females as well as males.
- 2 Social media may be a significant contributor to such  
behaviors. An eating disorder treatment center in Chicago revealed that 30  
–50% of its teen patients used social media as a means of supporting their  
eating disorders. A 2011 study conducted by the University of Haifa 10  
revealed that the more time teenage girls spent on social media websites  
like Facebook, the greater their risk was of developing eating disorders  
and negative body images. Another study conducted by Florida State  
University in 2014 also reported a correlation between Facebook use and  
disordered eating behaviors. 15
- 3 Media images have long played a role in the development of eating  
disorders. Research studies conducted as far back as the 1980s and 1990s  
demonstrated that the decreasing weight of fashion models, actresses, and  
Miss America contestants between the 1950s and 1990s contributed to an  
increased discrepancy between the ideal female weight and the size and 20  
proportions of the average American woman at the time. During these  
decades, both the beauty and diet industries flooded women’s magazines,  
advertisements, and other forms of media with glorified thinness ideals  
and dramatically emphasized their importance, making many women feel  
a sense of dissatisfaction with their bodies. Surveys conducted in the early 25  
1990s revealed that the number-one wish of young girls ages 11 to 17 was  
that they could lose weight and keep it off. Similarly, when middle-aged  
women were asked what they would most like to change about their lives,  
more than 50% responded with “their weight” as the answer.
- 4 Despite growing knowledge and awareness of this phenomenon, the 30  
role of media in body dissatisfaction, body dysmorphia, and eating  
disorders has not changed over the years. On the contrary, social media  
may have a more negative impact than other forms of media as it plays a  
larger role in the daily lives of youth. Young girls not only have to deal  
with the objectification of famous women’s bodies in the media, but their 35  
own bodies, as well as those of their peers, are often subject to  
objectification through the posting of what has come to be known as  
“selfies”.
- 5 Not only has the nature of media consumption changed, but the  
audience has as well. Where youth were once just exposed to their 40  
surrounding peers, they can now readily access the opinions, behaviors,  
and ideals of thousands of people instantly. There are many online pages,  
groups, and hashtags that promote disordered eating. As part of the so-  
called *pro-anorexia* or *pro-bulimia* movement, these websites support

**Continued...**

those with eating disorders and encourage people to post photos of what they call progress. The *thinspiration*, *thinspo*, and *thinspogram* hashtags are used often by pro-ana and pro-mia communities to post photos of thin celebrities idolized as an inspiration for such eating disorders. These groups provide tips on becoming thin, hiding eating disorder behaviors, suppressing hunger, and keeping stomach acid from harming the teeth. In past years, many “thinspiration” websites were taken down as a means of prevention, but social media has made this information increasingly difficult to monitor and control.

- 6 Social media can be incredibly dangerous for young people with low self-esteem and distorted body image, since they often find a sense of community and acceptance among pro-ana and pro-mia online groups that support and encourage their disordered eating. Where others may be expressing concern about their behaviors and weight loss, online pro-ana and pro-mia communities offer support and validation. The likes, thumbs-ups, and comments on their photos can provide reinforcement to continue losing weight despite health problems or concerns. Some users will even use their likes as inspiration for their behavior.

Adapted from: Tackett, B (2018), *How social Media Affects Body image*. Retrieved from <https://www.projectknow.com/research/social-media-and-body-image/>

### Question:

1. Write a critique within 200 – 250 words. You should evaluate the text on the following:

- |                 |           |
|-----------------|-----------|
| a. Organization | (2 marks) |
| b. Tone         | (2 marks) |
| c. Language     | (2 marks) |
| d. Purpose      | (2 marks) |
| e. Credibility  | (2 marks) |

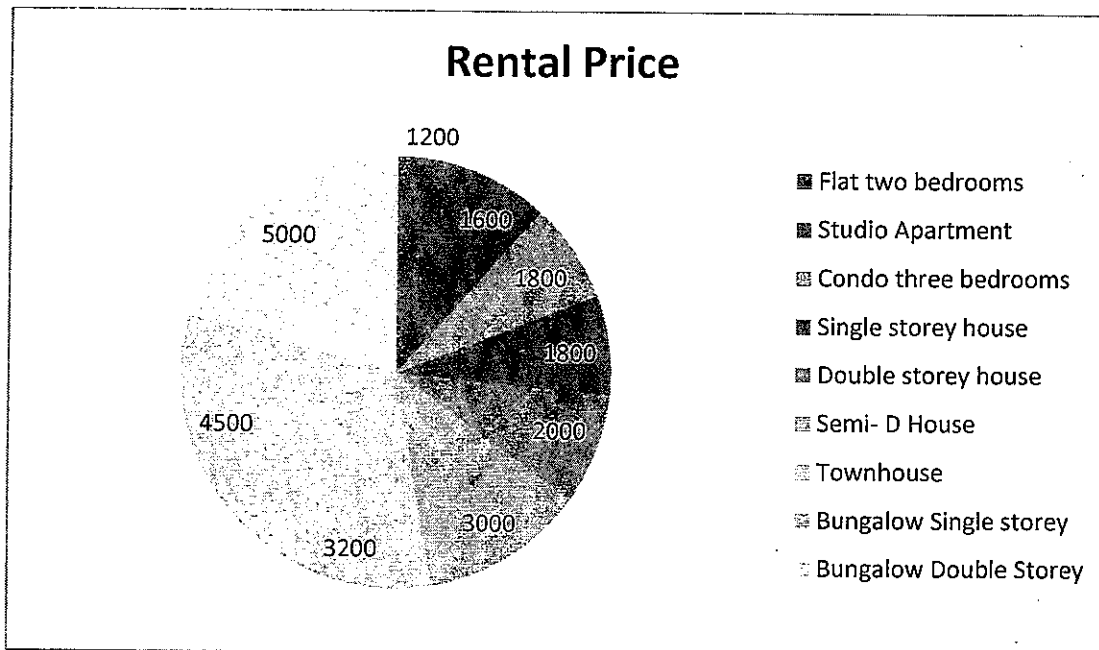
Support your answers with detailed elaboration and provide evidence from the text where necessary.

(10 marks)

Continued...

**Question II: Non Linear Text (10 marks)**

**Instructions:** Analyse the chart below and answer the following questions.



1. Critique the diagram in terms of
  - a. Content (2 marks)
  - b. Layout (2 marks)
  - c. Clarity (2 marks)

(6 marks)
  
2. In your opinion, what kind of information is this chart trying to convey? Do you think the information has served its purpose? Justify your answers. (2 marks)
  
3. What better method would you choose in order to better present the same information. Explain. (2 marks)

**End of Paper**



